

# LLOYD-KENNEDY CHARTER SCHOOL

363 Laurens Street, P.O. Box 418

Aiken, SC 29802

**GRADES** 5-8 Middle School

**ENROLLMENT** 58 Students

**PRINCIPAL** Keisha Kennedy 803-644-4824

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	24	6	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 5 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

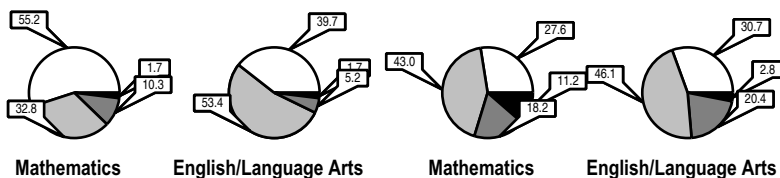
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




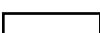
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	0	9	7
Percent satisfied with learning environment	N/R	I/S	I/S
Percent satisfied with social and physical environment	N/R	I/S	I/S
Percent satisfied with home-school relations	N/R	I/S	I/S

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	63	100.0	39.7	53.4	5.2	1.7	6.9	17.6
<b>Gender</b>								
Male	40	100.0	50.0	42.1	5.3	2.6	7.9	17.6
Female	23	100.0	20.0	75.0	5.0	N/A	5.0	17.6
<b>Racial/Ethnic Group</b>								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	54	100.0	42.3	51.9	3.8	1.9	5.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	54	100.0	38.8	53.1	6.1	2.0	8.2	17.6
Disabled	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	63	100.0	39.7	53.4	5.2	1.7	6.9	17.6
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	63	100.0	39.7	53.4	5.2	1.7	6.9	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	63	100.0	39.7	53.4	5.2	1.7	6.9	17.6
<b>Mathematics</b>								
All students	63	100.0	55.2	32.8	10.3	1.7	12.1	15.5
<b>Gender</b>								
Male	40	100.0	63.2	26.3	7.9	2.6	10.5	15.5
Female	23	100.0	40.0	45.0	15.0	N/A	15.0	15.5
<b>Racial/Ethnic Group</b>								
White	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	54	100.0	59.6	30.8	7.7	1.9	9.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	54	100.0	49.0	36.7	12.2	2.0	14.3	15.5
Disabled	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	63	100.0	55.2	32.8	10.3	1.7	12.1	15.5
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	63	100.0	55.2	32.8	10.3	1.7	12.1	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	63	100.0	55.2	32.8	10.3	1.7	12.1	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	20	100.0	61.1	38.9	N/A	N/A	N/A
	Grade 6	18	100.0	35.3	41.2	17.6	5.9	23.5
	Grade 7	16	100.0	26.7	73.3	N/A	N/A	N/A
	Grade 8	9	100.0	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	20	100.0	72.2	22.2	5.6	N/A	5.6
	Grade 6	18	100.0	41.2	35.3	17.6	5.9	23.5
	Grade 7	16	100.0	46.7	40.0	13.3	N/A	13.3
	Grade 8	9	100.0	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 58)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	N/R	16.2%	14.4%
Retention rate	7.9%	N/A	2.3%	2.3%
Attendance rate	97.5%	N/A	95.4%	95.2%
Eligible for gifted and talented	7.9%	N/A	16.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.7%	N/A	15.1%	14.1%
Older than usual for grade	6.2%	N/A	4.9%	4.9%
Suspended or expelled	0.0%	N/R	1.4%	1.3%
Annual dropout rate	0.0%	N/A	0.0%	0.0%

Teachers (n= 4)				
Teachers with advanced degrees	25.0%	N/A	48.7%	47.1%
Continuing contract teachers	N/A	N/A	85.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.0%	N/A	86.4%	84.3%
Teacher attendance rate	96.1%	N/R	95.3%	95.0%
Average teacher salary	I/S	N/A	\$40,256	\$39,924
Prof. development days/teacher	19.0 days	N/R	10.3 days	10.7 days

School				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio	8.9 to 1	N/R	21.8 to 1	21.0 to 1
Prime instructional time	92.8%	N/R	89.2%	88.9%
Dollars spent per pupil*	N/A	N/A	\$5,662	\$5,854
Percent spent on teacher salaries*	N/A	N/A	62.3%	62.0%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	99.0%	N/R	94.5%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During its first year (2002-2003), the Lloyd-Kennedy Charter School served approximately 80 students from predominantly working class families residing on the north side of Aiken County. Minorities make up approximately ninety (90%) percent of our student population. One of the main academic objectives for the LKCS was to enable our students to meet challenging academic standards. In keeping with this objective, all LKCS Teacher Lesson Plans are based on the S.C. Department of Education's Curriculum Standards. Another academic objective of the LKCS was to create a mechanism within its academic program that speaks to the diverse learning styles of students. Thus, the LKCS incorporated the Individual Learning Styles (ILS) educational methodology into its curriculum. The ILS focuses on three types of learners - visual [sight], auditory [hearing], and psychomotor [hands-on application]. By incorporating these components into teacher lesson plans that are based on state standards, the LKCS helps to ensure student understanding of curriculum objectives. This year, the LKCS provided several programs created to improve student scholastic performance. Namely, we are providing remediation instruction in English/Language Arts, Math, Science, and Humanities for those students identified by the teaching staff as functioning below the academic standard level for their grade. The LKCS also held academics-based workshops during its student lab times. During the workshops, the teaching staff focused on methods for improving study skill habits, methods of improving student listening techniques, methods for increasing textual comprehension and practice for taking standardized tests. In preparation for PACT, the LKCS held an EAA After-School Program for those students who scored below basic on last year's PACT and for those students who were failing two or more subject areas. The EAA Program centered on increasing the basic English/Language Arts and Math skills of said students and offered practice tests stylized after the PACT. Our school also provides an After School Homework Program for LKCS students. This program gives students the opportunity to complete homework and receive as-needed tutoring from our teaching staff. In an effort to provide additional co-curricular arts instruction, the LKCS acquired the services of an artist and musician to provide hands-on instruction for our students. The LKCS houses a computer lab for its students and provides basic computer technology instruction geared to improve data processing skills and internet research navigation. In keeping with the charter school tradition, the LKCS is focused on community involvement, volunteerism, and parental support. This year the LKCS students have participated in 5 community service projects: visiting the Lutheran Trinity Nursing Home, a Thanksgiving Food Drive, Operation Christmas Child, a Christmas Food Drive, and a Goodwill Clothes Donation Drive. Additionally, our students toured Aiken Public Safety, Aiken County Library, Aiken Historic Museum, Columbia State House, and EchoHike Tour. [K. Kennedy, LKCS Director]

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.